

Science progression of skills





CHIS Skills Progression

Subject area: Working Scientifically, Plants, Animals including humans, everyday materials and their uses, seasonal changes, living things and their habitats.

Curriculum leader: Emma Fitzpatrick

Key Knowledge

- Identify plants in the Early Years area
- Know the names of some vegetables and fruits and recognise them
- Name a range of animals and group them by type – farm, wild, pet, sea etc
- Name some main parts of the human body – head, arms, legs, knees, shoulders, eyes, ears mouth, nose, chin, cheeks
- Know the names of some types of materials – wood, plastic, metal, fabric
- Know some common properties of materials – hard, soft, flexible, strong, shiny, smooth, rough
- Know that paper comes from wood
- Know that fruits and vegetables are good for you and help you to be healthy
- Know that people should eat 5 portions of fruit and vegetables a day

Key Skills

- Observation skills
- Compare objects
- Investigate how to use simple instruments
- Ask questions and show curiosity in the world
- Communicate their ideas
- Begin to link ideas

Key Vocabulary

- | | |
|-----------|-------------|
| Plant | Mouth |
| Leaves | Nose |
| Material | Chin |
| Strong | Healthy |
| Shiny | Observe |
| Smooth | Investigate |
| Rough | |
| Head body | Flower |
| Arms | Soil |
| Leg | Damp water |
| Neck | Wood |
| Knees | Plastic |
| Shoulders | Metal |
| Eyes | Fabric |
| Ears | Hard |
| | Soft |
| | Flexible |



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	Year 1	Year 2
Seasonal changes	<p>Pupils observe the changes across the four seasons.</p> <p>Pupils describe the weather associated with the seasons and how day length varies.</p>	<p>This is continued throughout Year 2.</p>
Living things and their habitats	<p>Work on this area of science is undertaken in Year 2, once the children have spent time observing seasonal changes.</p>	<p>Pupils will explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Pupils identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Pupils identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>Pupils describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>

